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ABSTRACT

During 1976-77, 270 school districts and 4 nonprofit organizations operated programs aimed at providing 76,953 migrant children (K-12) with supplementary instruction and support services. Supplementary instruction was primarily in reading, oral language development, enrichment experiences, English language arts, and mathematics. Support services included clothing, transportation, attendance services, guidance and counseling, dental and medical services, and food. Prekindergarten programs for 4-year-olds provided a wide range of readiness activities, recreation, and support services. These programs served 2,480 four-year-olds. Summer school programs offered a variety of instructional, enrichment, physical education, and recreational activities to 6,542 students (89% were in prekindergarten through sixth grade). Special emphasis was placed on parental involvement programs and student recruitment. The Migrant Student Record Transfer System (MSRTS) was used to recruit students. The most frequently occurring instructional activity was supplementary instruction in reading; 44,060 students participated in reading programs, and more districts offered reading activities than any other type activity. The mean gain in reading was 0.9 months per month of instruction for grades 2-6 and 1.0 months for grades 7-12. All the programs provided the migrant pupils with supplementary instruction and support services. (NQ)

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ANNUAL REPORT Of The Texas Migrant Program ESEA Title 1 1976-77

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Texas Education Agency
Austin, Texas
1977

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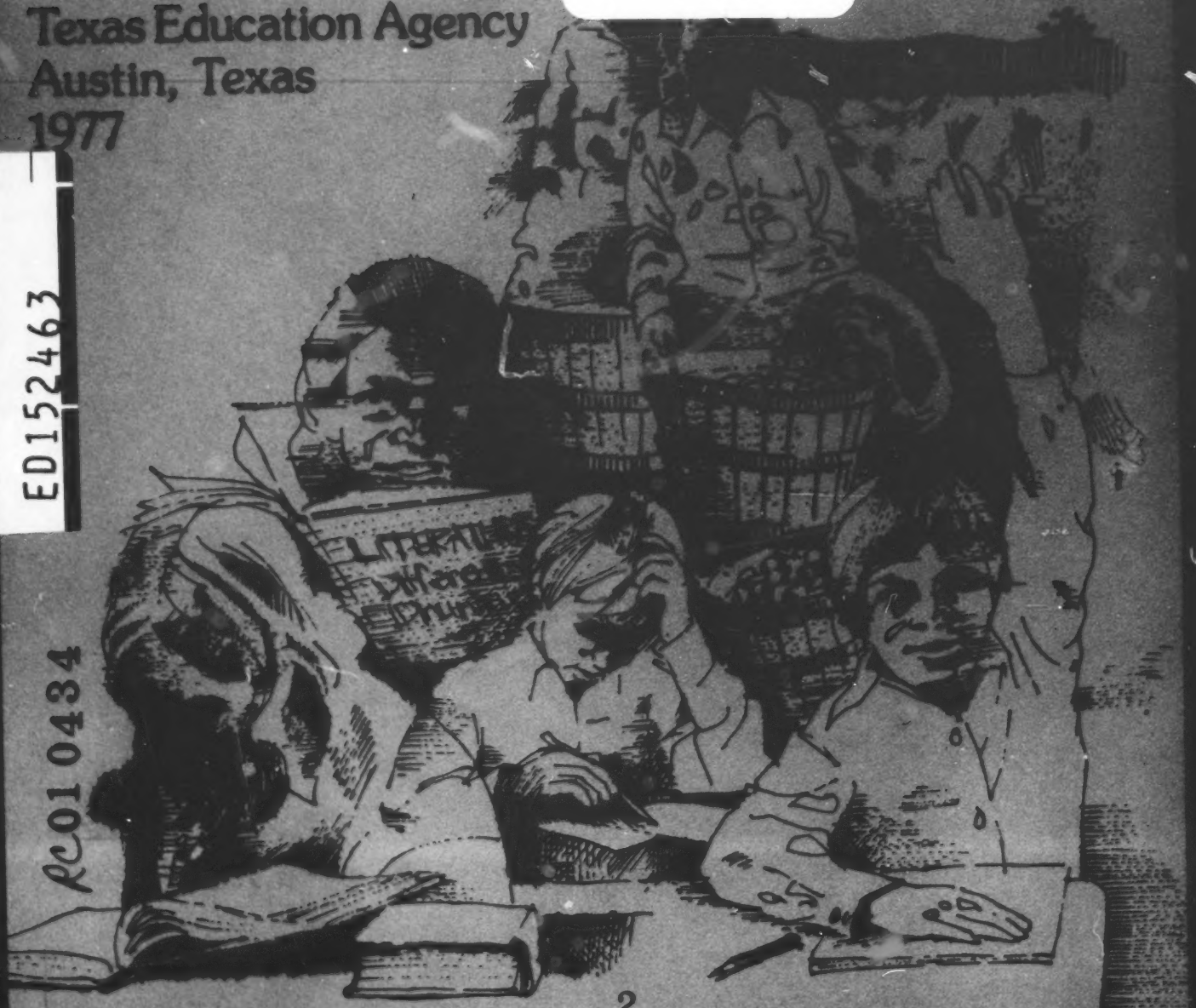

RC010434

Annual Report
of the
Texas Migrant Program
ESEA, Title I
1976-77

Division of Program Evaluation
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701
November 1977

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964; TITLE IX OF THE EDUCATION AMENDMENTS OF 1972; AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; and with specific requirements of the Modified Court Order, Civil Action No 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, national origin, or sex;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act and/or Title IX of the Education Amendments of 1972 is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

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Introduction

Regulations

Title I regulations in Title 45, Part IV, Subpart B, Section 116.7 (see Federal Register, Volume 41, No. 189, 9/28/76) state in part:

> Following the close of each fiscal year and no later than November 15 of the next fiscal year, the State educational agency shall submit to the Commissioner reports evaluating the effectiveness of programs and projects under Title I in meeting the special educational need of participating children during the preceding school year and the following summer.

The Texas Education Agency required each school district operating a Title I Migrant funded program to submit a report in which the district evaluated separately each of the components funded in the 1976-77 Consolidated Application for State and Federal Assistance (CASFA). In the application for funding, the local district established objectives for each component of the Migrant program. The evaluative data collected from each district included a rating of the extent to which the objective was achieved and the rationale used in assigning this rating. Test data were to have been submitted for each instructional component; noninstructional support components were evaluated on the basis of subjective information or judgments made by those most closely involved with the component. An explanation was required for any ratings which were inconsistent with the results from the measurement instruments used, as well as for a failure to test all children served in the special programs.

Purposes

In addition to meeting the Federal mandate that an annual statewide evaluation of migrant programs funded under Title I be conducted and results reported to the U. S. Commissioner of Education, other purposes of the evaluation process include the following:

- to assure the U. S. Commissioner of Education and the Congress that the funds expended in Texas were used to supplement education for migrant children;

- to provide local school districts with a format for evaluating the migrant program that will produce conclusions and recommendations that can be used for decision-making while, at the same time, meeting the need for state information;

- to provide the local school districts with information for determining the needs of children and the programs to meet those needs;

- to provide personnel of the Texas Education Agency with information to assist in program planning and approval for succeeding years.

Philosophy

The philosophy under which the Texas Migrant Education Programs funded through ESEA, Title I Migrant operated during 1976-77 is described in An Administrative Guide for Programs for the Education of Migrant Children produced by the Migrant and Preschool Division of the Texas Education Agency, Austin, Texas. It was last revised in January 1975.

The Texas Migrant Program is based on the belief that the purpose of the public school system is to provide educational opportunities for all children.

The migratory student needs special help because of:

- the mobility of the family, and

- the difficulties experienced with the use of English as a second language or because of regional dialect.

The Texas Migrant Education Program is committed to the philosophical principles which provide the basis for:

- a program that will help the migrant realize the highest possible potential, creativeness, and usefulness, and

- a program that will prepare the migrant to function adequately in the mainstream of the educational program.

Participants in the Texas Migrant Program must meet the definition of either a "currently migratory child" or a "formerly migratory child," found in Title 45, Part II, Subpart A, Section 116d.2 (see Federal Register, Volume 42, No. 134, 7/13/77):

> "Currently migratory child" means a child (a) Whose parent or guardian is a migratory agricultural worker or migratory fisherman; and (b) who has within the past twelve months moved from one school district into another (or, in a State comprising a single school district has moved from one school administrative area into another) in order to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

"Formerly migratory child" means a child defined by section 122(a) (3) of the Act. That section provides that: "With the concurrence of his parents, a migratory child of a migratory agricultural worker or migratory fisherman shall be deemed to continue to be such a child for a period, not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under this part."

Program

Descriptive data on the Fiscal Year 1977 Title I Migrant Program were taken from the completed forms entitled Annual Evaluation Report of Programs Funded Through ESEA, Title I Migrant, 1976-77.

There were 270 Texas school districts and 4 nonprofit organizations approved and funded to operate migrant programs during the 1976-77 school year. All of the nonprofit organizations and all but two of the school districts returned the Annual Evaluation Report in time and with data adequate for state reporting purposes.

The educational program may be operated by a district on several different plans, according to the district's needs and situation. Many school districts offer supplementary instructional activities and extra services during the day. These activities are usually provided by a supplementary or resource teacher in a classroom, a circulating supplementary teacher, or teacher aides. Other school districts provide an extended day program in which migrant children participate in the regular school program and school day activities, but receive additional instruction and services after school. Some school districts use a combination of these or other appropriate program plans.

The objectives in all of these program structures have been to provide the migrant pupils with supplementary instruction and support services. The supplementary instruction was primarily in reading, oral language development, enrichment experiences, English language arts, and mathematics. The support services included clothing, transportation, attendance services, fees, guidance and counseling, dental and medical services, and food. Staff development has been provided for personnel involved with the migrant program. Other objectives have placed special emphasis on parental involvement programs and recruitment of migrant students. Summer school programs offer a variety of instructional activities, as well as enrichment, physical education, and recreational activities.

The four nonprofit organizations were funded to operate prekindergarten (4-year-old migrant) programs. These programs were designed to provide children with a wide range of readiness activities, recreation, and

support services. The nonprofit organizations funded to operate programs during 1976-77 were People United for a Better Life in the Community (PUBLIC), the Texas Migrant Council, Inc., Texas A & I University, and Colonias Del Valle, Inc.

Funding of the Program

Title I Migrant funds are categorical aid designed to provide instruction and services over and above the local and state foundation programs. Educational programs are operated in grades K-12 with special migrant prekindergartens for four-year-olds.

This evaluation report addresses only the direct assistance to the LEAs and nonprofit organizations given through the Texas Migrant Program. During the 1976-77 school year $22,506,859 was reported as expended for regular term programs by 268 participating Texas school districts and four nonprofit organizations. This includes funds carried over from the previous year.

Table 1 shows the amount and percent of Title I Migrant funds encumbered for each of the areas listed. Salaries to personnel accounted for over 71 percent of the expenditures.

Table 1

Summary of Title I, Migrant Funds
Expended During 1976-77 Regular Term Programs

Area of Expenditure	Amount Expended	Percent of Total
Payroll Costs	$16,014,617	71.1%
Materials and Supplies	1,858,861	8.3
Purchased and Contracted Services	685,747	3.0
Other Operating Expenses	287,325	1.3
Community Services	1,583,782	7.0
Capital Outlay-Equipment	894,910	4.0
Administration	464,500	2.1
Plant Maintenance and Operation	201,419	0.9
Indirect Cost	515,698	2.3
TOTAL EXPENDED	$22,506,859	100.0%

Participation

During school year 1976-77, 76,953 children of migratory parents were involved in programs specifically designed to meet their needs. Of the students participating, 94 percent were of Hispanic origin. Table 2 lists the number and percent of participants in migrant programs by grade level. As in past years, the majority of the children participating were in the elementary grades (approximately 71 percent in grades prekindergarten through six). Figures A and B present an historical overview of participation over the past 10 years. Both the number of students and the number of districts participating have increased steadily during this time.

All of the children received supplementary instructional services funded through Title I Migrant or other supplementary sources such as Title I, Title VII, the Emergency School Aid Act (ESAA), etc. In addition, 88 percent received pupil services through the use of Title I Migrant funds.

Table 2

Participation of Children in Migrant Programs

Grade Level	Number of Students	Percent of Total
Prekindergarten	2,879	3.7%
Kindergarten	5,735	7.5
1	7,631	9.9
2	7,366	9.6
3	7,603	9.9
4	7,108	9.2
5	7,276	9.5
6	6,846	8.9
7	6,718	8.7
8	6,165	8.0
9	4,312	5.6
10	3,161	4.1
11	2,310	3.0
12	1,843	2.4
TOTAL	76,953	100.0

FIGURE A

PARTICIPATION TRENDS

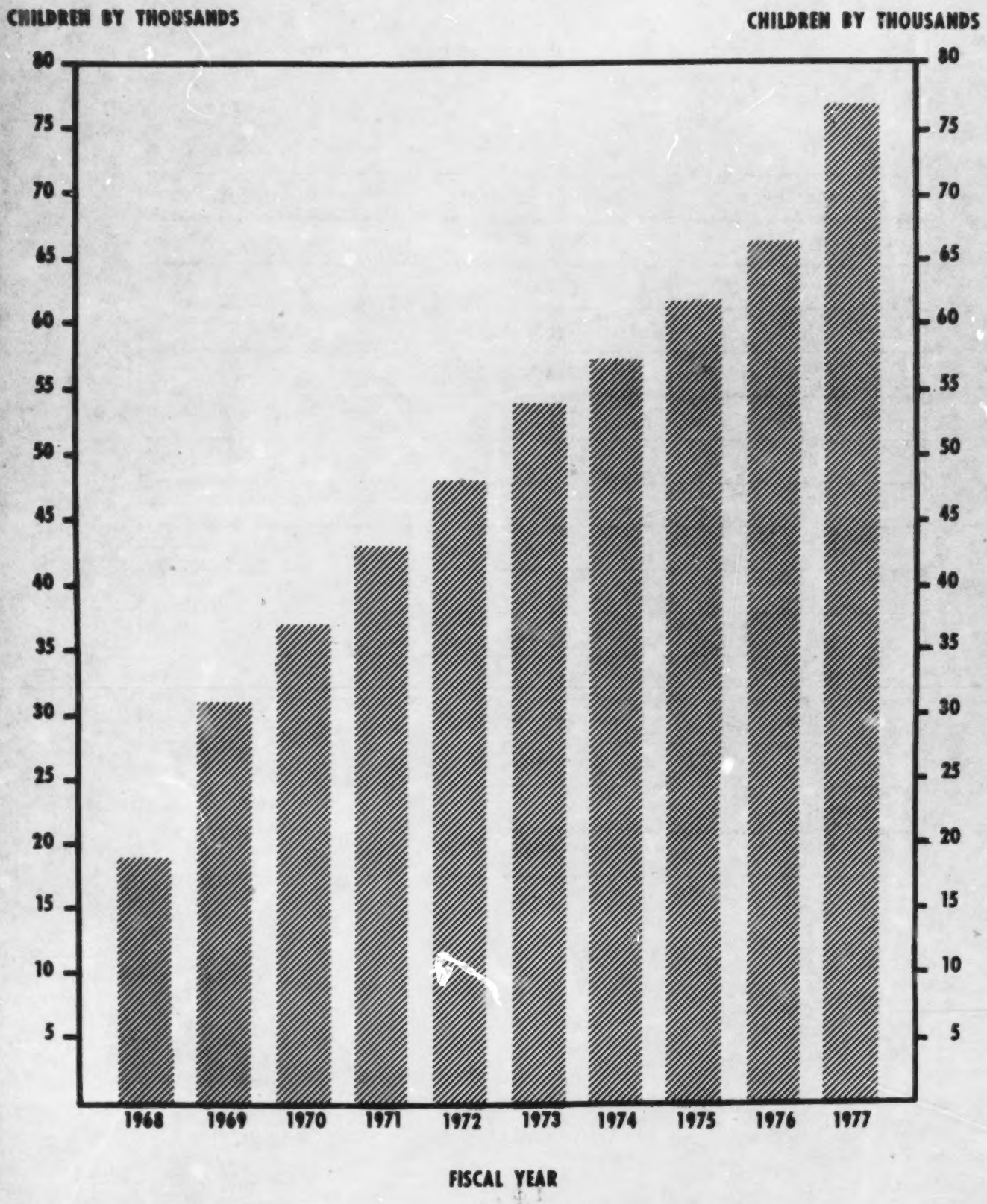
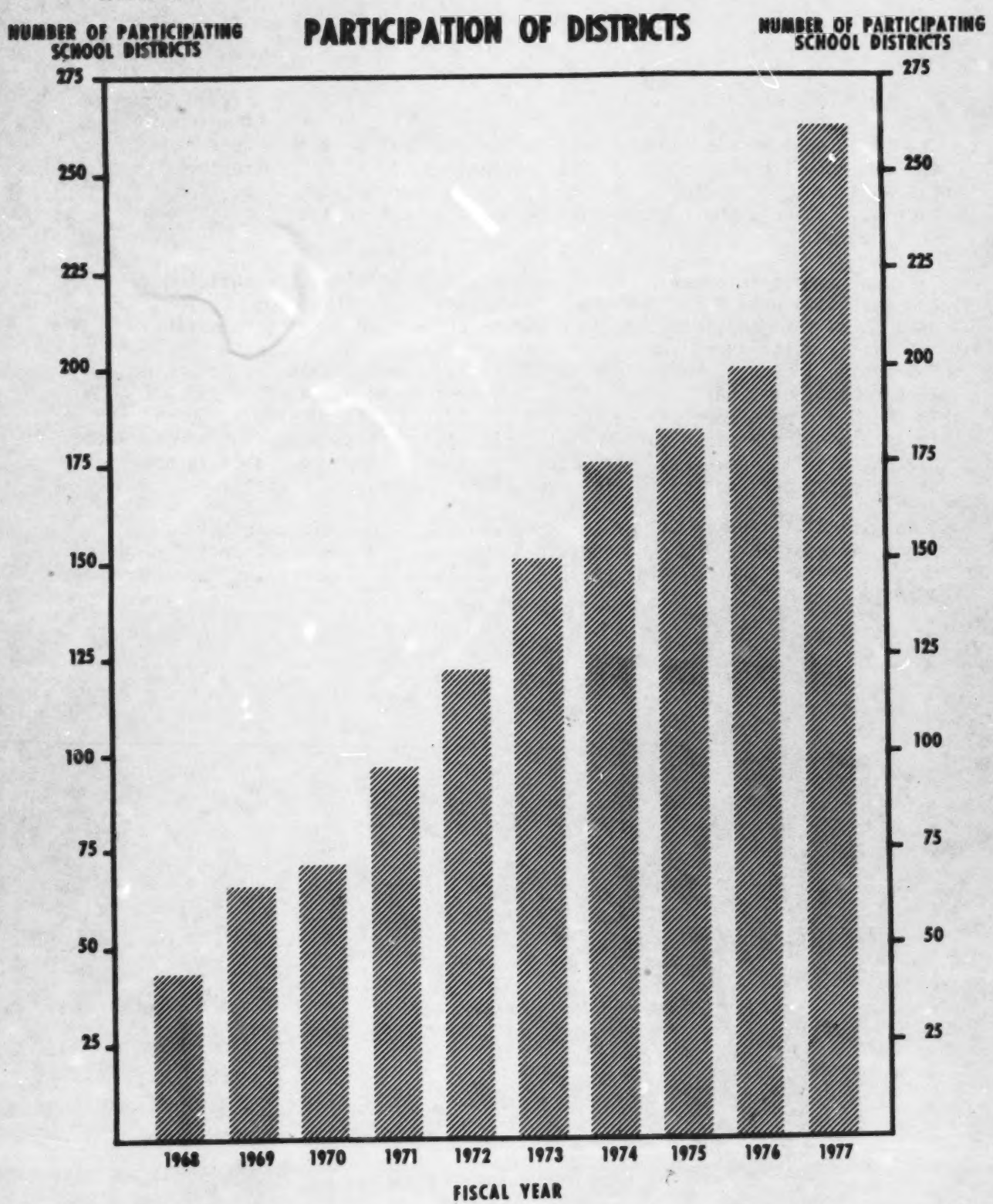


FIGURE B


PARTICIPATION OF DISTRICTS
NUMBER OF PARTICIPATING SCHOOL DISTRICTS
NUMBER OF PARTICIPATING SCHOOL DISTRICTS
275
250
225
200
175
150
125
100
75
50
25
1968
1969
1970
1971
1972
1973
1974
1975
1976
1977
FISCAL YEAR

Education Service Center Regions

The State of Texas is divided into 20 regions that provide a network for a more efficient delivery of educational services. Each region has an education service center (ESC) that provides leadership, technical assistance, and support for the local education agencies in that region.

Table 3 reveals information about participation of migratory children and expenditure of Title I Migrant funds within each ESC region. This data shows that participation of students and expenditure of funds are not evenly distributed across the State of Texas. Participants in ESC Region I account for over half of the migrant students in the State. In addition, over half of the Title I Migrant funds expended in 1976-77 in the State were spent in Region I. ESC Region I is located in South Texas along the Mexican border. Five ESC regions had no migrant participants at all. However, some Title I Migrant dollars were used in one of these regions (Region IX) for recruitment of migrant students.

Information similar to all of the data and tables contained in this report is available for each individual ESC region. For further information, contact the Division of Program Evaluation of the Texas Education Agency.

Table 3

Participation in Migrant Programs and Expenditures of Migrant Funds in Each Education Service Center Region

ESC Region	Number of Participants	Title I Migrant Funds Expended	Per Pupil Expenditure
1	38,704	$11,655,851	$301.15
2	3,551	1,068,621	300.94
3	498	129,118	259.27
4	371	89,361	240.87
6	1,614	259,923	161.04
9	-0-	7,893	-
10	267	95,571	357.94
12	1,829	369,837	202.21
13	3,260	1,241,577	380.85
14	1,071	417,863	390.16
15	4,268	1,271,959	298.02
16	3,253	974,116	299.45
17	7,316	2,227,875	304.52
18	1,847	507,685	274.87
19	283	104,500	369.26
20	8,821	2,085,109	236.38
TOTAL	76,953	$22,506,859	$292.47

Instructional Activities

The most frequently occurring instructional activity was supplementary instruction in reading. More pupils (44,060) participated in reading programs than any other type program, and more districts offered reading activities than any other type activity. In addition, instruction in reading often took place in language arts, oral language, language development, and other basic subject areas.

Table 4 shows the number of participants by instructional activity along with the amount of money expended and per pupil expenditure for each type of activity. The activity labeled "Instructional Support" is comprised of nonteaching activities that support the instructional effort. Reported in this category would be the participants and money expended for library, media center, diagnostic, and resource activities. The "All Basic Subject Areas" activity focused on individualized instruction. Participants in this activity were provided supplementary instruction in any area, according to each student's individual need.

It should be noted that the number of participants in kindergarten programs is less than the total number of migrant kindergarten children (see Table 2). The difference is caused by the inclusion of some kindergarten children in other program areas. The children reported in Table 4 as kindergarten participants include only those participants in a kindergarten program which was funded as a separate entity from other programs in a district.

Figure C illustrates the percent of migrant programs that provided each type of instructional activity or support.

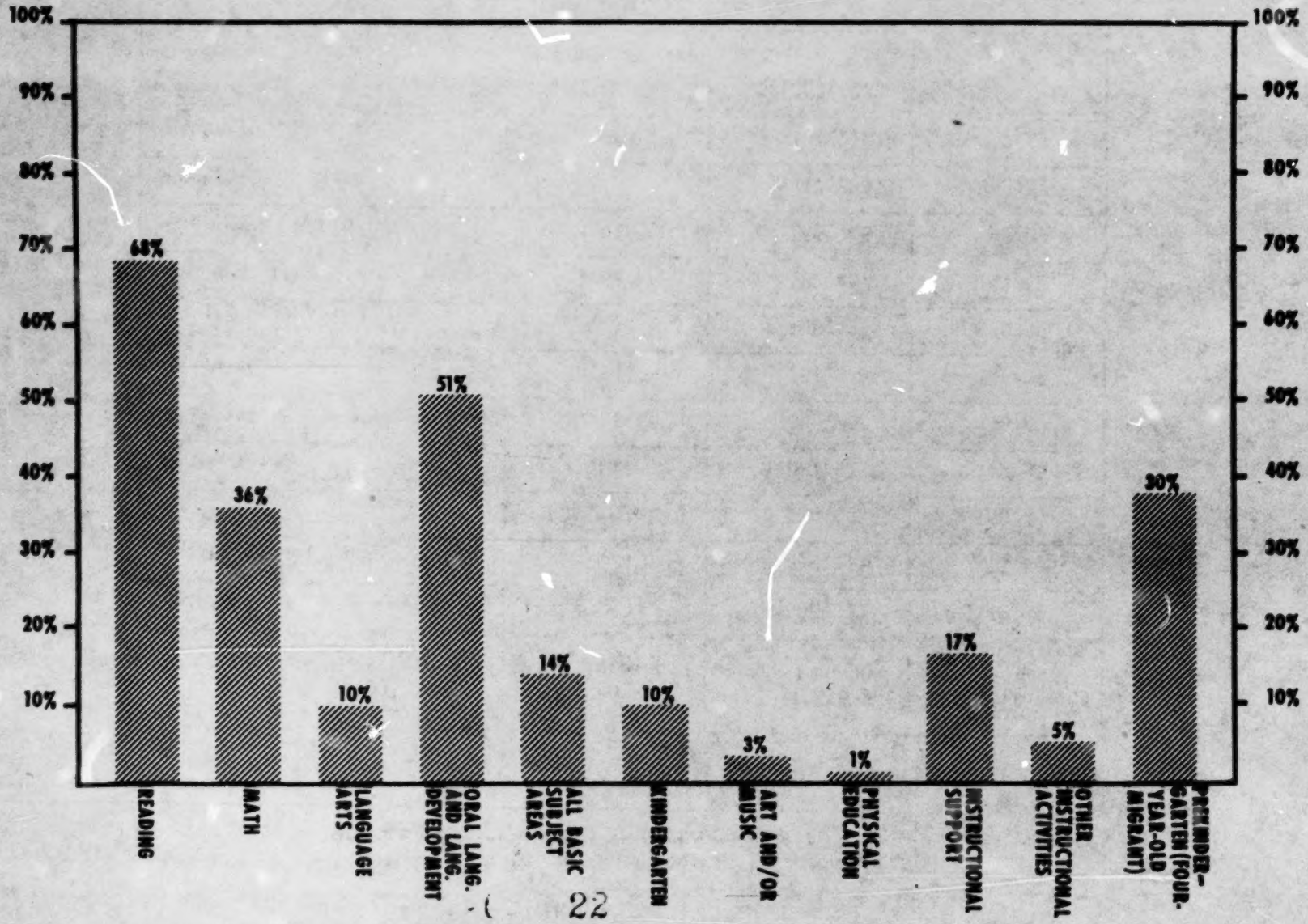
Table 4

Number of Participants and Per Pupil Expenditures in the Migrant Program by Instructional Activities

Instructional Activity	Number of Participants	Title I Migrant Funds Expended	Per Pupil Expenditure of Title I Migrant Funds
Reading	44,060	$6,606,329	$149.94
Instructional Support	23,424	319,571	13.64
Oral Language/Language Development	18,106	2,724,072	150.45
Mathematics	17,017	1,887,812	110.94
All Basic Subject Areas	13,533	1,305,766	96.49
Language Arts	4,534	651,005	143.58
Prekindergarten (Four-Year-Old Migrant)	2,480	2,106,493	849.39
Kindergarten	1,677	582,457	347.32
Art and/or Music	1,038	50,746	48.89
Physical Education	407	17,834	43.82
Other	2,704	101,717	37.62
TOTAL	67,277 (unduplicated)	$16,353,802	

FIGURE C

PERCENT OF MIGRANT PROGRAMS PROVIDING EACH INSTRUCTIONAL ACTIVITY/SUPPORT



Noninstructional Support Activities

Participation and expenditures for noninstructional support activities were reported according to the manner in which these were described in the components of the Consolidated Application for State and Federal Assistance (CASFA). Table 5 displays the different support components reported. Figure D shows the percent of migrant programs providing each type of service or support activity.

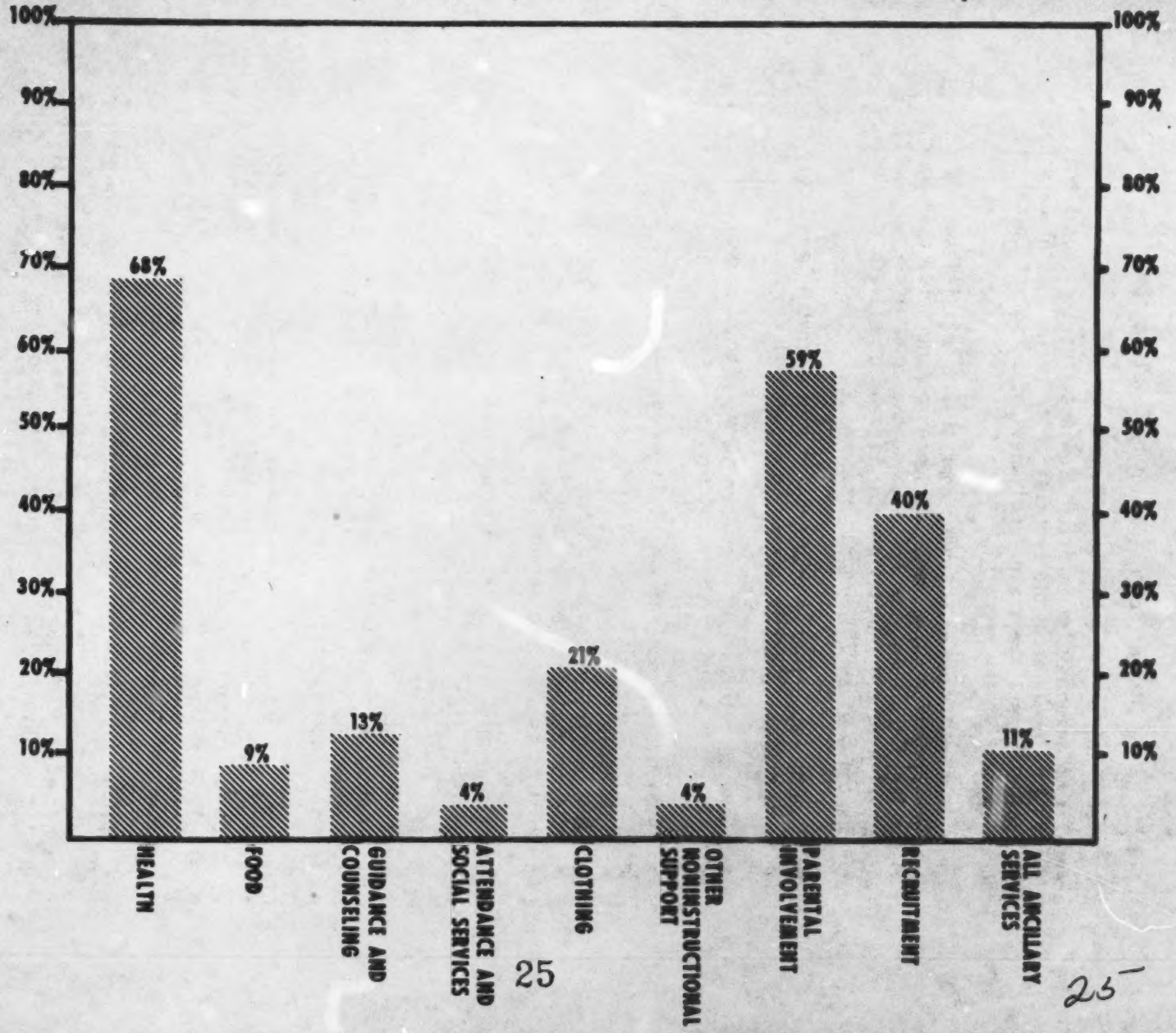
The "All Ancillary Services" component encompasses all of the various pupil services in the cases where the districts did not report these separately. Because of the inconsistency in reporting, it is difficult to ascertain accurately the extent and specific type of services received by pupils. However, local districts are still able to evaluate the component by the objectives established in the CASFA.

Table 5

Noninstructional Support Activities

Support Component	Number Receiving Service	Title I Migrant Funds Expended	Per Pupil Expenditure of Title I Migrant Funds
Health	38,738	$968,718	$25.01
Guidance and Counseling	19,836	346,752	17.48
All Ancillary Services	12,801	557,847	43.58
Attendance/Social Services	3,812	35,293	9.26
Clothing	8,304	83,219	10.02
Food	2,609	36,865	14.13
Other Noninstructional Support	1,410	126,486	89.71
TOTAL	59,207 (unduplicated)	$2,155,180	

PERCENT OF MIGRANT PROGRAMS PROVIDNG EACH SERVICE/SUPPORT



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Parent-School-Community Involvement

Parental involvement is an important component of the educational process. The involvement and cooperation of parents with the school can add significantly to the effectiveness of a Migrant Education Program in meeting the needs of migrant children.

The Parent-School-Community Involvement (PSCI) activities are aimed at coordinating three important influences on the total development of the child: the home, the school, and the community. The goals of these basic institutions should reinforce and complement each other. Among the goals of a PSCI program are:

- to develop rapport between migrant parents, school personnel, and the community by increasing interpersonal contacts,
- to increase interest and knowledge among migrant parents about the education of their children,
- to involve all school personnel in the development of an effective PSCI program,
- to make migrant parents and school personnel aware of local, state, and federal agencies or other organizations that may provide assistance and support to migrants, and
- to involve migrant parents in and promote all types of educational opportunities.

Home visits are often used to initiate a parental involvement program. These visits establish rapport with migrant parents and serve as a means to invite them to visit the child's classroom and school. School personnel can also gain knowledge about the student's home environment and educational needs.

After initial visits, school personnel continue to involve parents in meaningful activities that give them an opportunity to assist in planning the Migrant Education Program. Parental involvement embraces more than parent participation in the school program or visitation to the school; migrant parents are shown how to help their children at home.

All migrant programs in Texas involved migrant parents in the Migrant Education Program. The extent of this involvement varied with the number of migrant students in the district and the amount of Title I Migrant funds available. Fifty-nine percent of the migrant programs

provided parental involvement activities in a component that was funded separately from the other Title I Migrant components. These programs cost $1,389,231 in Migrant funds to involve 21,694 parents, making the average expenditure $64 per parent.

The Migrant Student
Record Transfer System and Recruitment

Recruitment may be defined as the location, identification, and enrollment of eligible migratory children. Effective methods of identifying migrant students and collecting the necessary information to establish eligibility for funding include home visits, interviews, and follow-up contacts. A strong recruitment program is aided by the Migrant Student Record Transfer System (MSRTS).

The MSRTS is a computer-based data system intended to facilitate the efficient transmittal of pupil records as students transfer from one school district to another within the migrant stream throughout the nation. Student data is recorded and updated on a record transfer form used by classroom and health personnel. Data entered on the MSRTS determines the federal allocation to migrant education programs in each state.

During the 1976-77 school term, 40 percent of the migrant programs in Texas used Title I Migrant dollars to fund a separate recruitment component. A total of $470,700 was expended in these components.

Effectiveness of Reading and Mathematics Programs

Figures E and F present the mean pretest and posttest scores by grade level for the reading and mathematics programs funded through Title I Migrant in Texas. Test results, as presented in these figures, show that the posttest mean score was higher than the corresponding pretest mean score in all cases, indicating a mean gain at each grade level. The grade equivalent mean gains ranged from 0.5 to 1.3 in reading and from 0.2 to 0.9 in mathematics. Grade equivalent gains of 0.7 and 0.8 were the most frequent means computed in both the reading and mathematics components.

Presented in Tables 6 and 7 are the number of students tested by grade level, and an indication of the percentage of program participants showing gains/losses of months per month of instruction.

It should be noted that the time between pretest and posttest was less than one year for most districts. This must be kept in mind when studying these results since a program with a mean rate of gain of 1.0 months per month of instruction would not necessarily show a mean gain of 1.0 grade equivalent for the 1976-77 school year.

The mean gain in reading was 0.9 months per month of instruction for the elementary grades (grades 2-6) and 1.0 months per month of instruction for grades 7-12. The mean gain in mathematics was 1.0 months per month of instruction in the elementary grades and 0.9 months per month of instruction for grades 7-12. The raw data used to compute these gains were taken from tables provided to the local districts that grouped losses and "no gain" together and counted them as zero (0) months per month of instruction. Also, gains of two or more months per month of instruction were grouped together and all counted as two months per month gains. Had the scale been extended to include exact values, the gains would probably have been less in mathematics for grades 7-12 and in reading due to the nature of the distribution of the extremes.

It should be noted that the data used in the preparation of these charts come from a variety of testing instruments, all of which report in terms of grade equivalency. These tests may vary in reliability, validity, norming procedures, skills measured, difficulty, and other factors.

FIGURE E

READING ACHIEVEMENT DATA - MEAN PRETEST AND POSTTEST SCORES

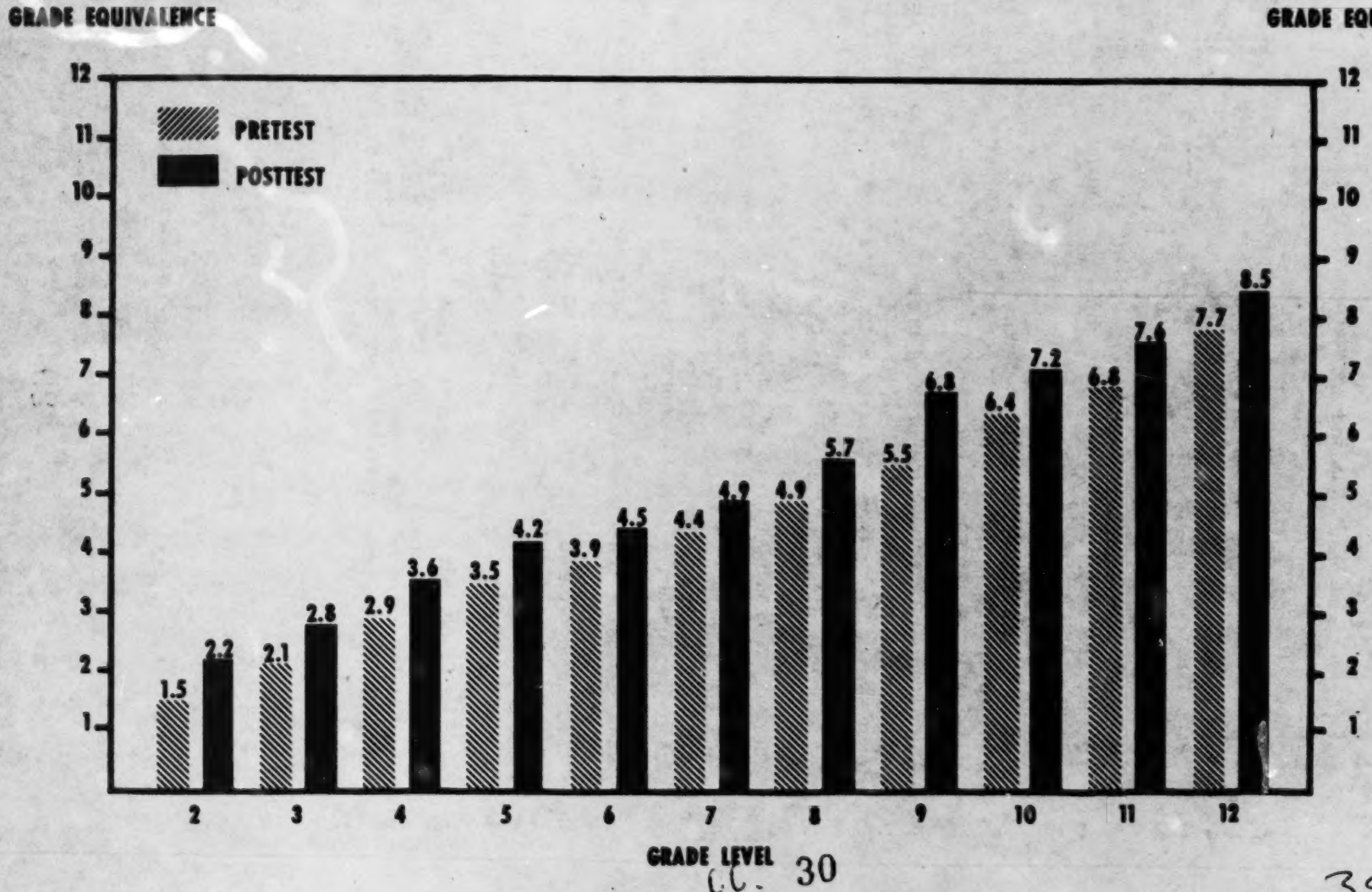

FIGURE F

MATHEMATICS ACHIEVEMENT DATA - MEAN PRETEST AND POSTTEST SCORES

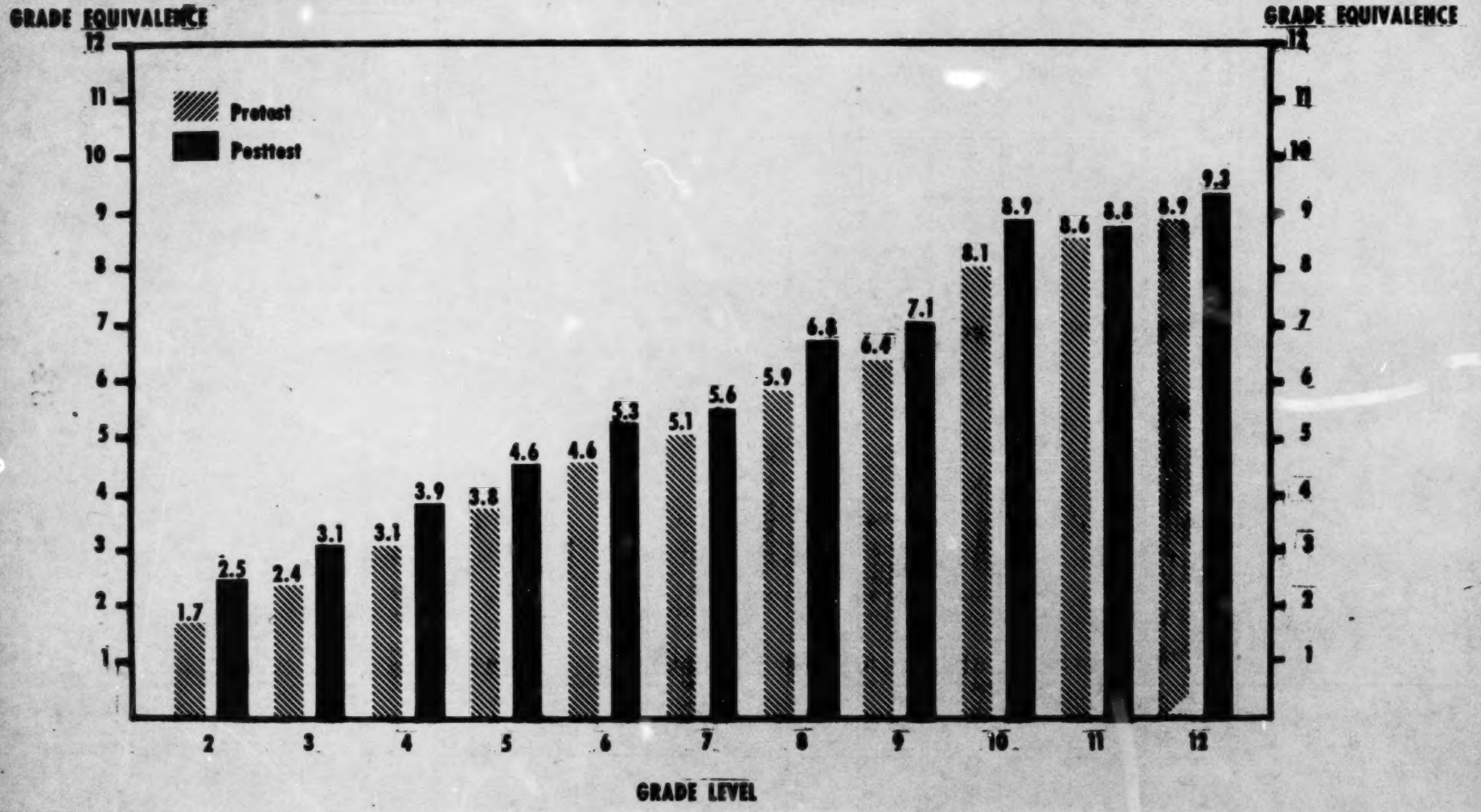

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Table 6

Reading Achievement Data

Grade Level	Number in Program	Number Tested	Percent of Pupils Showing Gains/Losses of Months Per Month of Instruction			
			0.0 or less	.1 - .5	.6 - .9	1.0 or more
2	5,025	2,227	11.8%	18.2%	19.8%	50.2%
3	5,513	2,830	15.2	19.5	21.0	44.3
4	5,195	2,622	19.2	18.7	19.0	43.1
5	5,305	2,557	20.7	16.4	16.4	46.5
6	4,548	2,318	22.5	16.3	15.6	45.6
7	4,370	2,274	29.5	13.0	14.2	43.3
8	3,531	1,795	24.6	11.5	11.7	52.2
9	1,963	809	26.7	8.5	8.0	56.8
10	1,100	361	26.0	9.1	11.4	53.5
11	717	295	27.8	13.9	8.8	49.5
12	559	202	25.2	14.4	7.9	52.5
TOTAL	37,826	18,290	20.8	15.9	16.4	46.9

Table 7

Mathematics Achievement Data

Grade Level	Number in Program	Number Tested	Percent of Pupils Showing Gains/Losses of Months Per Month of Instruction			
			0.0 or less	.1 - .5	.6 - .9	1.0 or more
2	1,712	767	13.6%	19.4%	18.1%	48.9%
3	1,990	1,017	12.3	17.7	16.0	54.0
4	2,027	945	14.9	15.5	17.0	52.6
5	2,140	1,083	11.2	14.7	14.8	59.3
6	2,118	1,189	15.5	19.1	15.8	49.6
7	1,732	897	25.2	16.4	13.6	44.8
8	1,488	791	20.1	13.0	12.7	54.2
9	817	373	23.6	18.8	11.2	46.4
10	412	134	25.4	12.7	10.4	51.5
11	199	105	51.4	15.2	4.8	28.6
12	153	59	39.0	18.6	8.5	33.9
TOTAL	14,788	7,360	17.1	16.6	15.0	51.3

Prekindergarten Program for Four-Year-Old Migrant Children

The migrant prekindergarten program for 1976-77 served 2,480 four-year-olds. Over $2.1 million in Title I Migrant funds were expended statewide in this program.

The prekindergarten program usually is a self-contained unit with no more than 20 children for each teacher and aide. However, the program can operate, within guidelines, in an open classroom structure with the kindergarten.

A bilingual-multicultural curriculum especially designed for Texas migrant children by the Southwest Educational Development Laboratory (SEDL) is utilized in all existing programs. This curriculum contains components in bilingual language development, gross and fine motor coordination, visual and auditory skills, and cognitive development. It uses multicultural activities. Individualization of instruction is built into the assessment and teaching process so children may progress according to their unique developmental rate.

The SEDL curriculum is divided into units in which different levels of skills are taught and assessed. The higher level skills -- levels 2 and 3 -- can usually be mastered by a significant number of the four-year-old children. Fifty-five districts tested level 2 skills and 19 programs had advanced far enough to test at least some level 3 skills. Tables 8 and 9 show the extent to which these skills were mastered by the students tested.

Staff development and inservice are required and made available through migrant education service center staff members throughout the state.

Table 8

Skills Mastered by Participants in the
Four-Year-Old Program for Migrant Children

Level 2 Skills

Mastery Skills	Number of Pupils Tested	Percent of Pupils Mastering Skill
Reproducing block design in perspective	2,276	87.4%
Pointing to same coins	2,244	90.8
Pointing to pictures named	2,281	91.6
Naming missing picture	2,235	88.5
Naming pairs of rhyming words	2,178	75.4
Matching sounds and pictures	2,260	94.7
Imitating body movement modeled	2,260	95.6
Completing dot to dot pictures	2,208	86.1
Labeling pictures	2,250	86.6
Following directions	2,275	82.1
Naming animals	2,271	94.9
Stating differences between two animals	2,208	82.8

Table 9

Skills Mastered by Participants in the
Four-Year-Old Program for Migrant Children

Level 3 Skills

Mastery	Number of Pupils Tested	Percent of Pupils Mastering Skill
Completing board matrix	663	83.7%
Reproducing block pattern from memory	692	83.1
Pointing to picture having name that rhymes with cue	624	69.4
Narrating part of story shown in two pictures	679	86.2
Catching ball with both hands	690	94.1
Throwing ball with both hands	691	96.7
Describing texture of twig in bag	643	85.1
Describing action shown in picture	711	88.9
Stating two differences between two pictures	674	86.9
Sorting pictures	678	74.2

Personnel Funded Through Title I Migrant in Regular Term Programs

A total of 3,255 personnel were funded in whole or in part through Title I Migrant during the 1976-77 regular term. Seventy-five percent of these were direct instructional personnel (teachers and teacher aides). Table 10 provides statistical information on the number of personnel funded by category and the extent of staff development activities for those personnel.

The "General Staff Development" activities are usually those required during the 10 days of inservice education mandated by the State Legislature. Ninety-two percent of all personnel funded through Title I Migrant participated in these general activities. In addition, 85 percent of all personnel funded through Title I Migrant participated in these general activities. In addition, 85 percent of all personnel funded through Title I Migrant participated in staff development activities specifically designed to prepare them for working with migrant children. A higher percentage of the direct instructional personnel participated in staff development activities than the percentage of total personnel. Ninety-five percent of the teachers and teacher aides participated in general staff development and 88 percent received special preparation for working with migrant children.

Table 10

Personnel Funded Through Title I Migrant

Personnel Position	Number of Personnel Funded Through Title I Migrant	Personnel Participating in Staff Development Activities			
		General Staff Development		Preparation For Working With Migrant Children	
		Number	Percent	Number	Percent
Administrators and Supervisors	86	85	99%	76	88%
Elementary Teachers	783	742	95	700	89
Secondary Teachers	292	279	96	274	94
Multilevel Teachers	62	55	89	57	92
Elementary Aides	1,043	998	96	884	85
Secondary Aides	194	187	96	173	89
Multilevel Aides	82	69	84	63	77
Librarians	7	7	100	7	100
Visiting Teachers & Community Liaison Personnel	198	184	93	167	84
Guidance Counselors	43	40	93	40	93
Nurses	53	50	94	46	87
Nurses Aides	56	52	93	44	79
Other Professional Personnel	30	30	100	28	93
Other Nonprofessional Personnel	326	225	69	211	65

Texas Summer Migrant Program

A total of 6,542 students participated in the 1977 summer program. Ninety-six percent of the participants were of Hispanic origin. Students enrolled in the elementary grades (prekindergarten through six) accounted for 89 percent of the total participants in the summer migrant program. The cost of the summer school operation was approximately $234 per pupil.

Students participated in instructional activities and received pupil services funded through Title I Migrant. Table 11 displays the number of students involved in each activity or service and the amount of Title I Migrant dollars expended in each category. The "All Basic Subject Areas" activity is an instructional activity designed to meet the individual needs of the students. Participants are given supplementary instruction in reading, mathematics, oral language, or any other area needed. The "Instructional Support" activity includes those participants and expenditures in activities designed to support the instructional activities. These activities center around libraries, media centers, resource teachers and teacher aides, and similar components. "All Ancillary Services" encompasses all of the various pupil services where they are not reported separately by the districts.

In addition to the expenditures in the activities indicated in Table 11 for the summer migrant program, $19,836 was spent on parental involvement activities and $22,360 was spent on recruitment of migrant students.

Table 12 gives information on how Title I Migrant funds were used during the summer term. Table 13 shows the number of personnel employed by position. From these two tables it can be noted that most of the $1,532,671 was used for employment of elementary teachers, teacher aides, and other support personnel.

Table 11

Participation and Expenditures in the Summer Migrant Program in Each Type of Activity

Activity/Service	Number of Students Involved	Title I Migrant Funds Expended	Per Pupil Expenditure of Title I Migrant Funds
Instructional Activity:			
Reading	2,716	$355,976	$131
Mathematics	1,707	97,850	57
Oral Language/Language Development	1,255	275,579	220
All Basic Subject Areas	3,743	475,590	127
Science and/or Social Studies	741	5,961	8
Physical Education	1,580	25,308	16
Instructional Support	639	30,085	47
Noninstructional Support Activity:			
Health	1,521	46,230	30
Other Noninstructional Support	982	24,828	25
All Ancillary Services	1,714	36,615	21

Table 12

Expenditure of ESEA, Title I Migrant Funds
For 1977 Summer Programs

Area of Expenditures	Amount of ESEA, Title I Migrant Funds Expended	Percent of Total ESEA, Title I Migrant Funds Expended
Payroll Costs	$976,045	63.7%
Materials and Supplies	203,312	13.3
Purchased and Contracted Services	94,156	6.1
Other Operating Expenses	79,453	5.2
Community Services	85,581	5.6
Capital Outlay-Equipment	11,864	0.8
Administration	19,344	1.2
Plant Maintenance and Operation	46,589	3.0
Indirect Costs	16,327	1.1
TOTAL	$1,532,671	100.0%

Table 13

Personnel in the Migrant Summer Program

Personnel Position	Number of Personnel
Administrators and Supervisors	25
Elementary Teachers	381
Secondary Teachers	35
Multilevel Teachers	25
Elementary Aides	332
Secondary Aides	14
Multilevel Aides	18
Librarians	5
Visiting Teachers and Community Liaison Personnel	20
Guidance Counselors	12
Nurses	15
Nurses Aides	13
Other Professional Personnel	23
Other Support Personnel	181